

PRINCIPALS' SUPERVISORY TECHNIQUES AS PREDICTORS OF TEACHERS' JOB COMMITMENT IN PUBLIC SECONDARY SCHOOLS IN RIVERS STATE

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Abstract

The study investigated principals' supervisory techniques as predictors of teachers' job commitment in public secondary schools in Rivers state. Two research questions were answered while two hypotheses were tested to guide the study. The study adopted a correlation survey research design with a population of 8560 teachers in the 286 schools. The sample size was 856 teachers drawn through proportionate stratified random sampling technique representing 10% of the population. Two instruments, Principals' Supervisory Techniques Scale (PSTS) and Teachers' Job Commitment Scale (TJCS) were used for data collection. Face validity was ensured for the instrument by three experts. The internal consistency reliability coefficient of 0.70 and 0.75 were computed for PSTS and TJCS through Cronbach alpha. Simple regression was used to answer the research questions while t-test associated with simple regression was used to test the hypotheses at 0.05 level of significance. Information and communication technology lead to effective instructional delivery in secondary school in Rivers State. Specifically, it was found that principals' supervisory techniques to a high extent are significant predictors of teachers' job commitment in public secondary schools in Rivers state. Specifically, classroom visitation and micro teaching to a high extent are significant predictors of teachers' job commitment in public secondary schools in Rivers state. Based on the findings of this study, it was recommended that principals should visit the classrooms more than twice in a week in order to increase teachers' job commitment in public secondary schools in Rivers state. More so, the principals should pair senior and junior teachers in order to encourage mentoring for teachers' job commitment in public secondary schools in Rivers state.

Keywords: Principals, Supervision, Supervisory Techniques (Classroom Visitation and Micro Teaching) and Teachers' Job Commitment

Introduction

Job commitment appears to be the fulcrum for the achievement of stated goals and objectives of any organization especially in the school system. In the school system, the teachers are positioned to achieve the school goals and objectives through the instrumentality of other teaching enhancements such as the environment and teaching materials, among others. Teachers are those who are saddled with the responsibility of instructional delivery (Okorie, 2012). Therefore, teachers are those who are duty bound to carry out implementation of school curriculum. To this end, teachers are supposed to be committed and dedicated to their duties.

Job commitment is one of the attributes of a productive teacher. In the same vein, Wang (2010), opined that teaching staff commitment is considered as output records of a specific job or activity at a specific time. Teaching staff commitment is the result of specific function or activities of workers (teachers) in a given period of time. Teaching staff commitment is indistinguishable to productivity. In the opinion of Wehrich, Cannice and Koontz (2002), commitment to job is the focus on the achievement in productivity of assigned responsibility. Commitment of the teachers spread across to lesson preparation, lesson delivery and evaluation of the students as well as in co-curricular activities. Personal observation by the researcher has shown that most of these teachers in the area of the study are not showing convincing level of commitment to their job as they come to school late, avoid morning assembly, do not cover curriculum content, among others. These ugly trend in the teaching function can hinder the achievement of the goals and objectives of secondary education in the area of the study putting the school principal.

The principal is the head teacher as well as head supervisor in the senior secondary schools. In the view of Nnabuo (2001) the principal is seen as the person in the school who openly supervises the

teachers and students. He reassures and dejects certain behaviour. The principal directs the work of those under him as well as serves as a link between the school and teachers, non-teaching staff and student under him (Nnabuo, 2001). Nnabuo stressed that the principals must create a viable structure which will work independently of him and he must clarify the role of individuals. Similarly, Asodike, Kaegon, Olawulo and Amadike (2012) opined that principals are the school scenery and overall superintendent of the head teachers. They need some techniques to keep the system moving expectedly.

Techniques referred to numerous approaches of achieving something or carrying something out responsibilities especially one requiring some skills or knowledge. Abraham (2013) identified technique as methods or ways of having something done. Simply put, methods employed for the supervision of instruction (teaching and learning) for the optimal attainment of goals of education. According to Nkang (2012), techniques are specific ways or methods of performing and manipulating activities with the sole aim of achieving a desired goal. Moreover, Nkang's view for any chosen technique to be successful, it must be deemed appropriate to improve a given situation such as inter-school/ teacher visitation technique; workshop technique; guided practice technique; audio-visual technique; walk through technique; conferencing technique; demonstration technique; collegial, clinical supervisory technique, classroom visitation and micro teaching. The scholar listed the techniques of instructional supervision to include: classroom visitation; observation technique; demonstration technique; conferencing and evaluation methods.

Application of active supervisory techniques is to unswervingly guarantee job performance. In a classroom visitation, the principal as the internal supervisor visits the class and joins the tutor in the class to watch him and the students in the actual teaching and learning process. According to Abraham (2013), the supervisor (principal) watches the teacher and the students in action. The expert added that the supervisor (principal) usually sits at a corner of the class, as unnoticed as possible. He observes the teacher's methods, and other aspects of the task of teaching. Abraham stated that the classroom visitation should begin with a conference between the supervisor and supervisee. The pre-classroom visitation conference is geared towards rapport nurturance (Abraham, 2013).

One of the techniques of principals' supervisory techniques is classroom visitation. Barikor, (2005) described classroom visitation as the regular method of supervision in the classroom setting. Classroom visitation could be arranged or impromptu. Furthermore, Nkang (2012) opined that classroom visitation occurs through invitation type, announced type, and unannounced type. The professional claimed that the essence of classroom visitation is to make for an on-the-spot assessment of the teacher's and students' works. Classroom visitation creates more opportunity for teachers who deserve promotion or those who should be on in-service training. The technique forms a basis for a worthwhile professional workshop and encourages the teacher to be ever ready and always prepared (Nkang, 2012). Thus, the effective engagement of classroom visitations administrative practice by principals of municipal senior secondary schools will result in satisfactory and typical teaching staff commitment. Apparently, the method affords the principals of civic secondary schools prospect to have face-to-face interface with their teachers, correct mistakes and enhance the confidence of the teachers for overall improvement of teaching-learning processes. This consequently enhances teaching staff commitment in public senior secondary schools.

On the other hand, micro teaching is one of the methods of improving instructions. It is a supervisory technique in which a skill is specified at a time. It is practiced within a given time and one will wait for immediate feedback from the supervisor. It is scaled in terms of time, number of students, concept taught and teaching skills used. It is an attempt to use stimulation techniques to break down the teaching process into smaller and easily understood units (Olawolu & Madumere-Obike, 2011). They authors viewed micro teaching as a process which offers an opportunity for the supervisors (principals) and teachers to detect; delineate; try out; label; investigate; and retry certain teaching skills without the risk of actual teaching. According to Nnabuo in Asodike, Kaegon, Olawulo and Amadike (2012), micro teaching is seen as a modern and sophisticated method that employs a television and tape recorder installed to record the physical activities of a teacher and all that goes on when he is teaching. In the opinion of Barikor (2005) micro teaching provides a closer study or mini-setting for a more relaxed training and practice session in skill acquisition for problem solving. Usually with a programme guide for personal or group practice. Nkang (2012) explained that micro teaching is not just teaching something to a small group of students or just teaching a gathering that lasts for a few minutes, rather it is an intentional interface that focuses on preparing the tutor for a full classroom communication, furnishing him with necessary teaching skills, thus making his teaching more effective. Based on the review done in this study, it is uncertain whether principals' supervisory techniques can predict teachers' job commitment in secondary schools in Rivers State. Therefore, the

study investigated principals' supervisory techniques can predict teachers' job commitment in secondary schools in Rivers State.

Purpose of the Study

The study investigated principals' supervisory techniques can predict teachers' job commitment in secondary schools in Rivers State. Specifically, the study south to:

1. determine the extent of principals' classroom visitation supervisory technique can predict teachers' job commitment in public senior secondary schools in Rivers State.
2. find out the extent of principals' micro teaching supervisory technique can predict teachers' job commitment in public senior secondary schools in Rivers State.

Research Questions

The following research questions were answered in this study;

1. to what extent can principals' classroom visitation supervisory technique predict teachers' job commitment in public senior secondary schools in Rivers State?
2. to what extent can principals' micro teaching supervisory technique predict teachers' job commitment in public senior secondary schools in Rivers State?

Hypotheses

The following hypotheses were tested at 0.05 level of significance

1. Principals' classroom visitation supervisory technique cannot significantly predict teachers' job commitment in public senior secondary schools in Rivers State.
2. Principals' micro teaching supervisory technique cannot significantly predict teachers' job commitment in public senior secondary schools in Rivers State.

Method

The study adopted a correlation survey research design with a population of 8560 teachers in the 286 schools. The sample size was 856 teachers drawn through proportionate stratified random sampling technique representing 10% of the population. Two instruments, Principals Supervisory Technique Scale (PSTS) and Teachers' Job Commitment Scale (TJCS) were used for data collection. The PSTS is a 20-item instrument that has two sections of A and B respectively. Section A was used to elicit the demographic information of the respondents. Section B has two clusters that measured classroom visitation, and micro teaching with ten items to elicit information from each cluster. The TJCS was structured to have four-point response options of Very High Extent (4), High Extent (3), Low Extent (2) and Very Low Extent (1) respectively. The TJCS is a ten-item instrument. Face validity was ensured for the instrument by three experts. The internal consistency reliability coefficient of 0.70 and 0.75 were computed for PSTS and TJCS through Cronbach alpha. Simple regression was used to answer the research questions while t-test associated with simple regression was used to test the hypotheses at 0.05 level of significance.

Results

Research Question 1: to what extent can principals' classroom visitation supervisory technique predict teachers' job commitment in public senior secondary schools in Rivers State?

Table 1: simple regression of the prediction of classroom visitation teachers' job commitment in secondary schools in Rivers State, Nigeria

Model	R	R Square	Adjusted R Square	Decision
1	.84 ^a	.71	.70	High extent

Data on Table 1 reveals that the regression value is 0.84 while the regression square value is 0.71 respectively. The extent of correlation is gotten by multiplying the regression value square by 100%. Thus, coefficient determinism of 71% reveals that principals' classroom visitation supervisory technique predict teachers' job commitment in public senior secondary schools in Rivers State to a high extent.

Hypothesis 1: Principals' classroom visitation supervisory technique cannot significantly predict teachers' job commitment in public senior secondary schools in Rivers State.

Table 2: t-test associated with simple regression of the prediction of principals' classroom visitation supervisory technique cannot significantly predict teachers' job commitment in public senior secondary schools in Rivers State

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Decision
	B	Std. Error	Beta			
(Constant)	2.65	5.31		1.22	.00	
Classroom visitation	.55	.63	.84	2.19	.00	Significant

P<0.05

Data on table 2 reveals that the t-test value of 2.19 associated with simple regression is rejected because the significant value of 0.00 is less than 0.05 alpha level of significance. Therefore, there is a significant prediction of principals' classroom visitation supervisory technique on teachers' job commitment in public senior secondary schools in Rivers State.

Research Question 2: to what extent can principals' micro teaching supervisory technique predict teachers' job commitment in public senior secondary schools in Rivers State?

Table 3: simple regression of the prediction of principals' micro teaching supervisory technique on teachers' job commitment in secondary schools in Rivers State, Nigeria

Model	R	R Square	Adjusted R Square	Decision
1	.82 ^a	.67	.66	High extent

Data on Table 1 reveals that the regression value is 0.82 while the regression square value is 0.67 respectively. The extent of correlation is gotten by multiplying the regression value square by 100%. Thus, coefficient determinism of 67% reveals that principals' micro teaching supervisory technique predicts teachers' job commitment in public senior secondary schools in Rivers State to a high extent.

Hypothesis 2: Principals' micro teaching supervisory technique cannot significantly predict teachers' job commitment in public senior secondary schools in Rivers State.

Table 4: t-test associated with simple regression of the prediction of principals' micro teaching supervisory technique on teachers' job commitment in public senior secondary schools in Rivers State

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Decision
	B	Std. Error	Beta			
1 (Constant)	2.97	5.77		1.53	.00	
Micro teaching	.80	.73	.82	2.36	.00	Significant

P<0.05

Data on table 4 reveals that the t-test value of 2.36 associated with simple regression is rejected because the significant value of 0.00 is less than 0.05 alpha level of significance. Therefore, there is a significant prediction of principals' micro teaching supervisory technique on teachers' job commitment in public senior secondary schools in Rivers State.

Summary of the Findings

The findings of this study are as follows:

1. Principals' classroom visitation supervisory technique to a high extent is significant predictor of teachers' job commitment in public secondary schools in Rivers state.

2. Principals' micro teaching supervisory technique to a high extent is significant predictor of teachers' job commitment in public secondary schools in Rivers state.

Discussion of the Findings

The finding of the study revealed that principals' classroom visitation supervisory technique to a high extent is significant predictor of teachers' job commitment in public secondary schools in Rivers state. This finding is in agreement with that of Okorie (2012) who found that classroom visitation supervisory technique can lead to effective teaching. The finding of this study is in tandem with Olawolu and Madumere-Obike (2011) who reported that classroom visitation is a corrective measure that can help teachers' development in the understanding of various units of instruction. The finding of this study implied that the more there is classroom visitation, the more committed the teachers will be in towards job performance.

The study also revealed that principals' micro teaching supervisory technique to a high extent is significant predictor of teachers' job commitment in public secondary schools in Rivers state. The finding of this study is in line with that of Nkang (2012) who affirmed that micro teaching supervisory technique is very effective apparatus in inspiring and reassuring tutors' growth. In the same vain, Sule (2013) opined that principal's micro supervisory technique can lead to teaching staff. Effectiveness. Micro teaching is found to be very important in teaching commitment. This implies that proper organized micro teaching practice is necessary for the teachers to maintain job commitment in secondary school in Rivers state.

Conclusion

Based on the findings of this study, it was concluded that principals' supervisory techniques to a high extent are significant determinants of teachers' job commitment in public secondary schools in Rivers state. Specifically, classroom visitation and micro teaching to a high extent are indispensable factors of supervision in enhancing teachers' job commitment in public secondary schools in Rivers state.

Recommendations

Based on the findings of this study, the following recommendations were made:

1. The principals should visit the classrooms more than twice in a week in order to increase teachers' job commitment in public secondary schools in Rivers state.
2. The principals should pair senior and junior teachers in order to encourage mentoring for teachers' job commitment in public secondary schools in Rivers state

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